DOCUMENT RESUME

ED 461 087 CS 012 703

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TITLE The Riggs Institute: What We Teach.
INSTITUTION Riggs Inst., Beaverton, OR.
PUB DATE 1997-00-00
NOTE 11p.
AVAILABLE FROM For full text: http://www.riggsinst.org/content.htm.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Beginning Reading; Childrens Writing; *Handwriting; *Phoneme Grapheme Correspondence; *Phonemes; Phonics; Primary Education; *Reading Instruction; Reading Skills; Spelling; Writing Skills

ABSTRACT

Phonetic content/handwriting instruction begins by teaching the sounds of, and letter formation for the 70 "Orton" phonograms which are the commonly-used correct spelling patterns for the 45 sounds of English speech. The purpose for teaching the sound/symbol relationship first in isolation, without key words or pictures (explicitly), is to give students the information they need to spell and write, correctly, what they can already hear, say, and comprehend orally. Primary children learn the first 54 phonograms in the first 3 weeks of instruction. The method moves logically and directly from the "known" sounds to teaching the "unknown" symbols which represent them in print. Margins and spacing, as well as letter formation are taught with the sounds using oral dictation. The learned phonograms are then applied in written spelling through an inquiry and dictation process. A mnemonic marking system enables students to automatically see whole words through "sounded" spelling patterns. Students begin oral sentences in the fifth week. Paragraphs, stories, and letters quickly follow. Students are prepared to take their new skills to interesting literature and to continue into the study of syntax and grammar including punctuation and capitalization. (Contains several charts which present various phonograms and samples of students' writing.) (RS)

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The Riggs Institute: What We Teach

10 pages to print.

Myrna McCulloch

ED 461 087

CONTENT (What We Teach):

Phonetic Content/Handwriting: Instruction begins by teaching the sound(s) of, and letter formation for (manuscript writing), the 70 "Orton" phonograms [a phonogram is a letter or combination of letters which stands for one sound in a given word] which are the commonly-used correct spelling patterns for the 45 *sounds* of English speech.

Most English-speaking children say these sounds, put them into some 4000 to 24,000 words, and see them in sentences, which they comprehend, before they enter school.[1].

1. Seashore, Robert H. Journal of Educational Psychology, Volume 31, January, 1940, pages 14 through 38.

The purpose for teaching the sound/symbol relationships first in isolation, without key words or pictures (explicitly), is to give students the information they need to spell and write, correctly, what they can already **hear, say** and **comprehend** orally. There are 110 combinations in the following chart which, for this illustration, show "key" words to demonstrate the sound(s) of each letter or letter combination taught. The key words are for the teacher's use only in determining the correct sound(s) for this initial instruction.

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Essential Components Of An Effective Phonics Method:

- ✓ SCOPE -- *How Complete?*
- ✓ SEQUENCE -- *How Soon Taught?*
- ✓ METHOD -- *Multi-Sensory Teaching?*

SAVE THIS PHONETICS COMPARISON CHART

b	bat	**y**	yellow	**ay**	pay	**ea**	eat	**wr**	write
c	come		myth	**ai**	paid		head	**ph**	phone
	cent		my	**ow**	now		break	**dge**	edge
					low			**oe**	toe
d	did	**a**	at			**ar**	tar	**kn**	knee
f	for		ate	**ou**	out	**ck**	neck	**gn**	sign
g	go		want		four	**ed**	started		gnaw
	gentle				you		loved		
		e	end		country		missed	**gh**	ghost
h	he		me					**ti**	nation

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h	he		me					**ti**	nation
j	job			**oy**	boy	**or**	for		equation
k	keep	**i**	it	**oi**	boil	**wh**	when		
l	lake		hide			**bo**	boat	**si**	session
m	me	**o**	odd	**aw**	law	**ey**	they		vision
n	no		so	**au**	fault		key		
p	pit		do				valley	**ci**	special
q	quick			**ew**	grew			**ough**	though
r	rat	**u**	up		few	**ei**	either		through
s	so		cute				veil		rough
	his		put	**ui**	fruit		forfeit		cough
					juice				thought
t	time	**er**	her			**ie**	field		bough
v	vase	**ir**	first	**oo**	boot		pie		
w	water	**ur**	nurse		foot		lilies		
x	box	**wor**	works		floor				
z	zero	**ear**	early			**igh**	high		
		sh	shut	**ch**	chin	**eigh**	eight		
		ee	see		school				
		th	thin		chic				
			this						
				ng	ring				

110 COMBINATIONS

Primary children learn the first 54 of these in the first 3 weeks of instruction at the rate of 4 per day.

They learn handwriting, spacing and margins simultaneously.

The method moves logically and directly from the "known" sounds to teaching the "unknown" symbols which represent them in print. Consonant blends (i.e., **bl, str, nd**) are taught through the spelling and blending process only, not as isolated phonograms. The multiple-letter phonograms (i.e., **au, oi, ew**) either form a new sound by having been combined OR they represent a sound more commonly spelled with one letter (i.e., **wr, ph, dge**). **All of these direct sound/symbol relationships are firmly established** in the first 9 weeks of instruction - a period of "reading and writing readiness." Letter names and capital letter formation are not taught in initial instruction because they tend to slow the automaticity needed in the direct "sound to symbol" response needed for both fluent writing/spelling and reading. Consonant names are never heard in speech, the vowels only about 1/3 of the time, and the great majority of book print is in lower case. Both letter names and upper case letter formation is learned a little later for dictionary work and composition.

Consonant Clusters/Blends ...
Each Letter Retains Its Own Sound Value When Combined

bl **bl**end

str **str**ing

There are 100's of these

of these Combinations

nd band

... Are Not Taught As "Phonograms"

In The Spalding Method

... But Are Practiced And Blended During The Spelling Process

Spalding's 2 -, 3 - And 4 - Letter Phonograms

au	fault
ch	change
sh	push
igh	fight
eigh	weigh

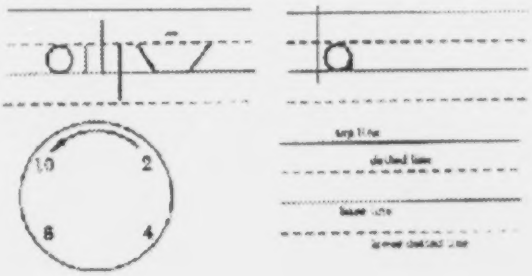
Form Completely Different Sounds When Combined

Margins and spacing, as well as **letter formation which prevents or corrects early tendencies for reversals,** are taught with the sound(s) using oral dictation [the grapheme symbol(s) are united with the sounds immediately], dotted line paper and 8 "checkpoints"

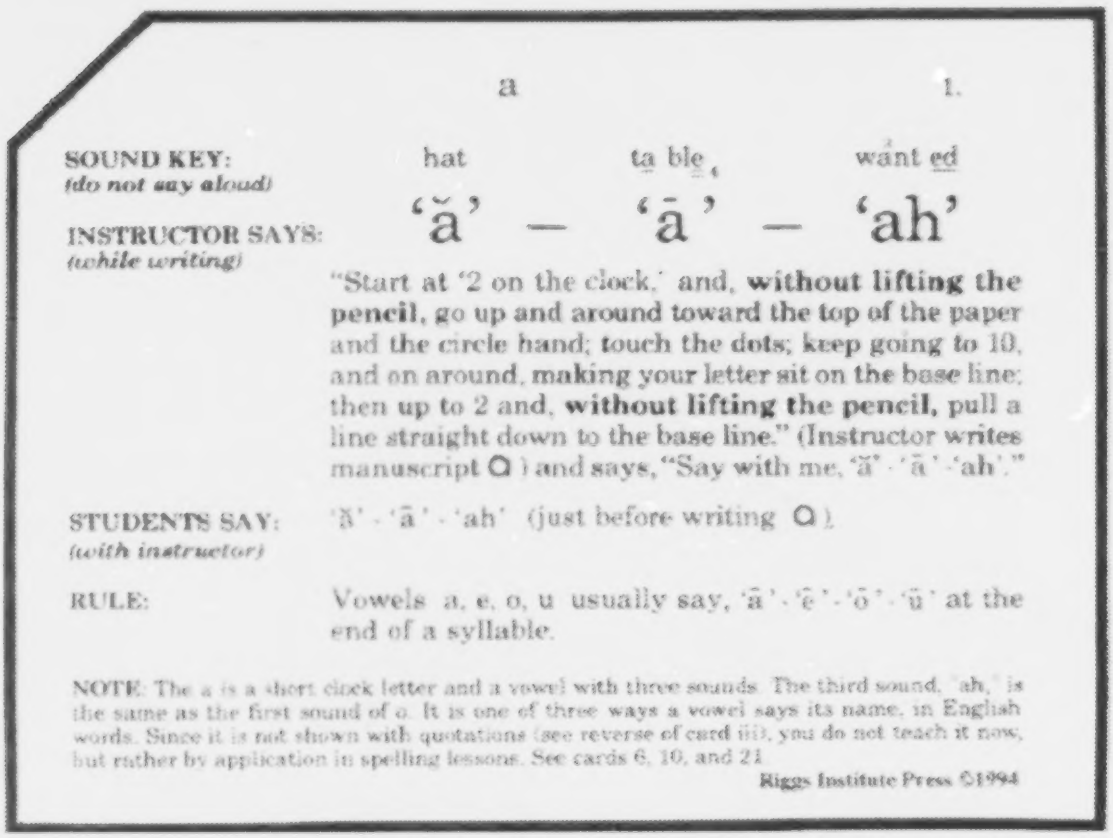
(2, 10, 8 and 4 on a clock face,

top line, bottom line and 2

dotted middle lines).



Instructions for the teacher are on the backs of the phonogram cards as in the examples shown here:



a 1.

SOUND KEY: *(do not say aloud)* hat ta ble, wánt ed

INSTRUCTOR SAYS: *(while writing)* 'ă' — 'ā' — 'ah'

"Start at '2 on the clock,' and, **without lifting the pencil,** go up and around toward the top of the paper and the circle hand; touch the dots; keep going to 10, and on around, making your letter sit on the base line; then up to 2 and, **without lifting the pencil,** pull a line straight down to the base line." (Instructor writes manuscript a) and says, "Say with me, 'ă' - 'ā' - 'ah'."

STUDENTS SAY: *(with instructor)* 'ă' - 'ā' - 'ah' (just before writing a).

RULE: Vowels a, e, o, u usually say, 'ā' - 'ē' - 'ō' - 'ū' at the end of a syllable.

NOTE: The a is a short clock letter and a vowel with three sounds. The third sound, 'ah,' is the same as the first sound of o. It is one of three ways a vowel says its name, in English words. Since it is not shown with quotations (see reverse of card iii), you do not teach it now, but rather by application in spelling lessons. See cards 6, 10, and 21.

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You will note, too, that the student/teacher dialogue "forces" the use of multi-sensory instruction. Students also develop cognition in auditory and visual discrimination and learn to listen intently, to process oral information and act upon it, and to speak precisely. Visually, they practice to distinguish shape, form and configuration through print comparisons -- a critical need for about 30% of students who begin school with limited "visual/perceptual" abilities. Additional auditory, visual, verbal, visual motor and tactile cognitive sub-skills such as directionality, linear eye movements, spatial relationships, sequencing, attention, memory, closure, articulation, tone and rhythm are also carefully developed.

These "learned" phonograms are then applied in written spelling through an inquiry and dictation process using 28 rules of the language and teacher "modeled" sentences for immediate applications in context, vocabulary and comprehension. Twenty-eight rules of spelling follow:

NOTE: **Pronounce all sounds of letters written with virgules /o/. Pronounce the names of letters written alone (x) or with dashes between (s-i). Pronounce the sound of all letters written with quotations and dictionary markings as shown ("sh" "ă" "er"). Word examples in parentheses are not taught as part of the rule but are illustrations only.**

1. The letter q is always written with u and we say, "kw." U is not a vowel here. (quiet)
2. /c/ before e, i, or y says, "s." (cent/city/cycle)
3. /g/ before e, i, or y may say, "j." (gentle/get)

3. /g/ before e, i, or y may say, "j." (gentle/get)
4. Vowels a, e, o, u usually say, "ā" "ē" "ō" "ū" at the end of a syllable. (pro tect/be long/fu tile/ba by)
5. Vowels i and y may say, "ī" at the end of a syllable but usually say "ĭ" (fi nal/my - hol i day/cit y)
6. Vowel y, not i, is used at the end of an English word. (my)
7. There are five kinds of silent final e's.
    a. (time) takes the e to make i say "ī"
    b. (gave/due) needed because English words do not end in v or u
    c. (chance/charge) e is needed to make c and g say/their soft sounds
    d. (gen tle) every syllable must have at least one vowel,
    e. (are) holdover, in spelling, from early English; it is said these e's were, at one time, pronounced.
8. The letters o-r may say "er" if w comes before the o-r. (works/worn)
9. We use ei after c (receive), if we say "ā" (veil) and in some exceptions: (neither/foreign/sovereign/seized/counterfeit/forfeited/leisure/either/weird/heifer/protein/ sheik/weir/weigela/geiger(counter)/height/sleight/feisty/stein/seismograph/poltergeist/kaleidosco
10. s-h is used at the beginning of a word, at the end of a syllable, but not at the beginning of any syllable after the first one, except for the ending, "ship." (shut/fish/na tion)
11. t-i, s-i and c-i are used to say "sh" at the beginning of any syllable after the first one. ch-h says, "sh" in words of French origin. (nation/session - special/chic)
12. s-i is used to say "sh" when the syllable before it ends in s (ses sion) and when the base word has an s where the word changes. (tense/tension)
13. Only s-i can say, "zh" (vision) except for the t-i in "equation."
14. When a one-syllable word ends with one short vowel and one consonant, double the final consonant before adding a vowel suffix. (hop/hopping/hopped)
15. When a two-syllable words ends with one short vowel and one consonant, double the final consonant when adding a vowel suffix, if the accent is on the last syllable. (ad mit'/ad mit' ted/ad mit' ting - en' ter/en' tered/en' ter ing)
16. Silent fine e words are written without the e when adding an ending beginning with a vowel. (have/hav ing)
17. We often double l, f, s, after a single vowel, at the end of a one-syllable word. (full/puff/pass)
18. Base words do not end with the letter a saying "ā" except for the article a; a-y is used most often. (may/pay)
19. Vowels i and o may say, "ī" and "ō" when followed by two consonants. (find/gold - gift, bond)
20. The letter s never follows x. (box/boxes)
21. All is written with one l when added to another syllable. (almost/also)
22. Till and full added to another syllable are written with on l. (until/fulfill)
23. 3-letter "j" (dge) may be used only after a single vowel which says "ă" "ĕ" "ĭ" "ŏ" "ŭ" (badge/edge/ridge/lodge/fudge)
24. When adding an ending to a word that ends with y, that has a sound alone, change the y to i unless the ending is i-n-g. (fry/fried - fry/frying)
25. 2-letter "k" (ck) may be used only after a single vowel which says "ă" "ĕ" "ĭ" "ŏ" "ŭ" (pack/peck/pick/pock/puck)
26. The letter z, never s, is used to say "z" at the beginning of a base word. (zero/zip per)
27. The letters e-d say "d" and "t" as the past tense ending of any base word which does not end in the sound "d" or "t." (loved/wrapped) When e-d says "ed" after words ending with "d" or "t," they form another syllable. (word/word ed - part/ part ed)
28. Double consonants within words of more than one syllable should both be sounded for spelling. (lit tle/but ton)

spelling. (lit tle/but ton)

The rules are most effectively taught when the phonograms are applied, sound by sound, in written, dictated spelling lessons - not by rote memorization. Students learn the "process" of analysis and thinking.

Syllabication: Students are taught, through dictation only (no copying), first to say the word, break it into syllables, and write it from the spoken sounds (spell). They dictate it back to the teacher in the same manner as she/he writes it on a board (or overhead transparency). They compare it "visually" to what they have written; rules and markings are applied together, then the students sound it again, blend it, and begin to read the 1700 most commonly used English words (the Extended Ayres List).

The mnemonic marking system used enables them to automatically see whole words through these "sounded" spelling patterns (not individual letter sounds) which is critical for fluency in reading - a primary prerequisite for comprehension. Here are a few examples of "voiced" sounds in words which are frequently misunderstood and misspelled when inaccurate, incomplete or delayed teaching of phonetics occurs:

ch ur ch (6 letters but only 3 "voiced" sounds - this "ch" sound comes from the Anglo-Saxon, rather than Greek "ch" in echo and Christmas, or French "ch" as in chic and chivalry)

f igh t (Many older children and adults have never been specifically taught that igh stands for the long i sound when it is together in a word. They try to sound each letter separately which hardly yields the same word)

th ough (The ough phonogram is taught with 6 sounds as in though, through, rough, cough, thought and bough)

e dge (The dge phonogram is used to say "j" after a single vowel saying its soft sound, i.e. badge, ridge, lodge, budge)

eigh t (4-letter a; the long sound of a is also commonly spelled with a, ea, ei, ey, ai and ay)

pa ck (The phonogram ck is used to say "k" after a single vowel saying its soft sound, i.e. peck, pick, pock, puck, rather than using c or k or ch which also say "k")

start ed (The phonogram ed says "ed" after verbs which end in d and t)
miss ed (The phonogram ed also says "t" in some past tense endings
lov ed (And ed says "d" in still other past tense endings)

This phonetic and rules-based English spelling system is set apart from other methods in the following additional ways:

1. Formal instruction begins in the fourth week.
2. Rules are taught through application only, not rote memorization.
3. Consonant clusters (blends) are taught through dictated spelling and reading only, not as phonograms, which prevents loss of auditory discrimination and processing skills.
4. Teaching around the "schwa" ("uh" sound for vowels a, e, i, and o in unaccented syllables) and "regional" pronunciations by specifically stressing "what we must think to spell correctly" rather than what we sometimes "hear" or "say" in the rhythm of speech. i.e. (ugenst/a gainst - ider/idea)
5. Teaching exceptions to rules and not teaching rules which are inconsistent most of the time, i.e.

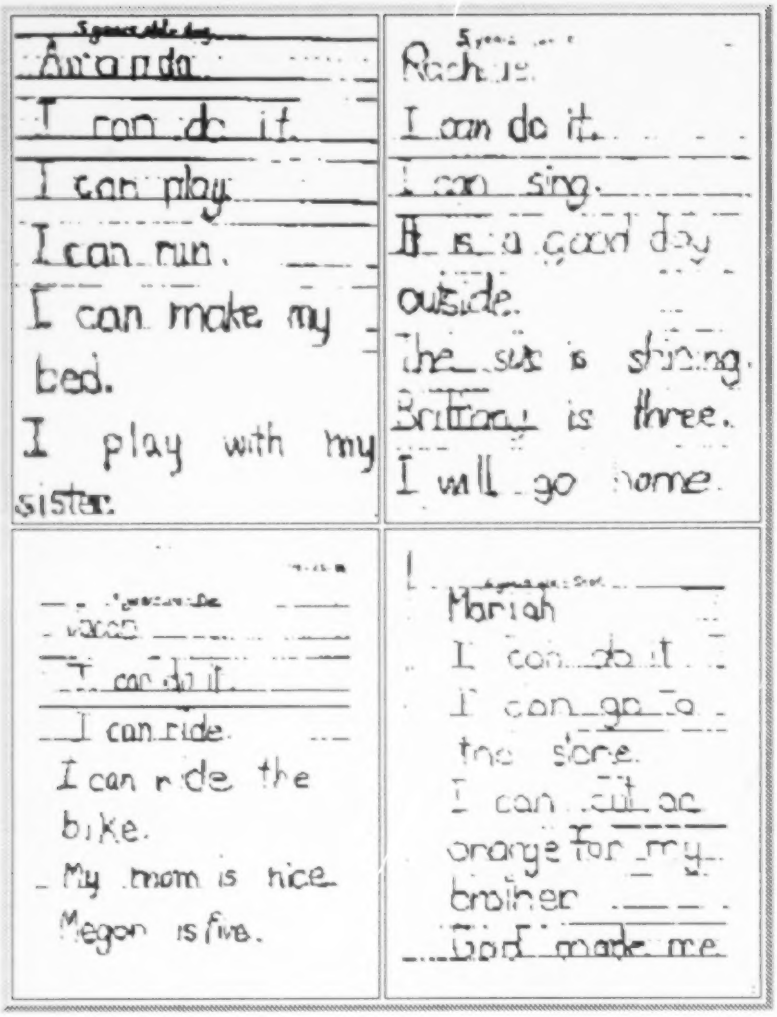
"When two vowels go walking . . . ." i.e. (speak, bread, break)

6. Using a memory device or mnemonic marking system instead of conventional dictionary markings (children already know how to pronounce the words they are now learning to spell)
7. Using phonetic analysis and rules to develop a "sight" vocabulary - a necessary prerequisite for fluency in reading which aids comprehension.
8. Spelling is addressed first. Though it is more difficult than reading, it is also much more easily organized with the rules and a complete phonetic base. Students who spell and write well, also read while the reverse is frequently untrue.

Here are some examples of words and markings to illustrate the three (3) ways vowels consistently say their names in English words:

Rule 7	Rule 19	
t i m e	**b e long**	**o ld**

Students begin oral sentences in the 5th week, using the spelling words, to meet research recommendations of the contextual use of words in sentences, followed, in the 7th or 8th week, by written sentences (demanded by whole language programs) which the young authors then read aloud to the class.
This is their first, formal reading in context. Some samples follow:



Students, who have been carefully taught these basic writing and spelling skills, in this order, in this "reading readiness" stage, are successful with initial reading attempts because they are reading what they have correctly spelled and written themselves. This prevents the trauma of early failure, and leads directly to an appreciation for authorship and a love of literature which educates (this can be their science or social studies texts to take their language arts instruction "across the curriculum"), AND entertains, and which more nearly meets interest, speech and vocabulary levels years sooner than the norm. We believe that young students who have the entire world in their livings rooms, via National Geographic, Discovery and, perhaps, some other less recommended video, are not even slightly interested in the equivalent of "See Dick run."

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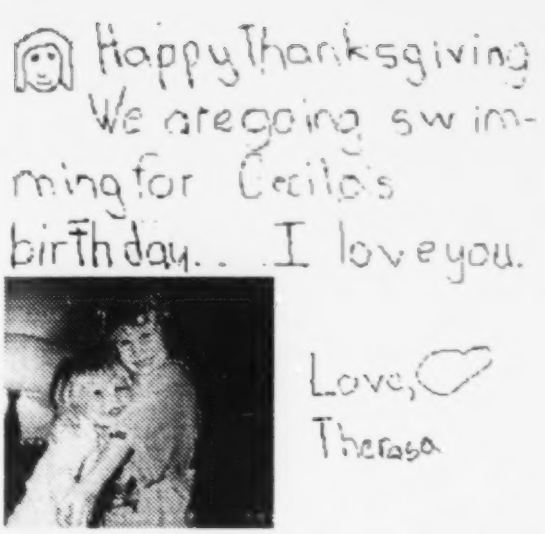
Paragraphs, stories and letters quickly follow. After two months of instruction, kindergartner Theresa wrote her grandmother at Thanksgiving:

She loved this "real" assignment!



Students are being prepared to take their new skills to interesting literature and to continue into the study of **syntax and grammar including punctuation and capitalization** (much of which is taught through the creative writing process), and which ***America's Spelling & Reading with Riggs' Daily Lesson Plans*** extend the method to include. Students' first diagramming of sentences is done by separating subject and predicates in their daily sentences, then identifying nouns, verbs, adjectives, adverbs, etc. -- in the sentences they are writing -- always allowing sufficient time for practice and mastery before going on. Individualized instruction allows creativity for both teacher and student.

Here are some sample grammar wall charts prepared with and used by young students:

Grammar Charts:

POSSESSIVE NOUNS/PRONOUNS (shows ownership)			
Pronouns (replaces noun)		**Nouns**	
		Singular (one only)	**Plural** (more than one)
it	its	man's coat	men's coat
his	his	car's tires	children's game
her	hers	Bill's work	student's grades
your	yours	boss's office	girls' lunches

DIAGRAMMED SENTENCE MODELS
I | love my mother.
Billy | is my friend.
We | went to school.
Also see models Te. Ed. pp. 164/165 and Harvey's Elem. Grammar and Key

NOUNS AND THEIR PLURALS
[name of person, place or thing]

Proper [particular]	Common (any)	Plural Form	
		Regular	Irregular
Monday	day	days	
Sunday			
December	month	months	
	man		men
	goose		geese
	peach	peaches	
	baby	babies	
Lassie	dog	dogs	

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